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ABSTRACT

A project was conducted at College of the Canyons (Valencia, California) to initiate a new 2-year hospitality program with career options in hotel or restaurant management. A mail and telephone survey of area employers in the restaurant and hotel field demonstrated a need for, interest in, and willingness to provide internships for such a program. A consultant was hired to develop the curriculum and hire faculty. The curriculum has a 2 plus 2 plus 2 articulation among the college, the local high school district, and California State Polytechnic University. The project offers associate degree and certificate programs in both hotel and restaurant management. A series of topics will also be offered in Spanish each semester through community services for Spanish-speaking restaurant employees. Credit classes were offered as special topics in spring and fall semesters of 1990 to promote the program. Classes are fully enrolled with waiting lists. A campaign to raise \$100,000 will continue for several years. This money will be used to refurbish the campus kitchen and dining room, purchase equipment, and construct a mini-demonstration classroom at one end of the kitchen. A part-time faculty member was hired to teach the courses, and continued cooperation from the business community is anticipated. (Summaries of the surveys and program brochures are appended.) (KC)

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ED326609

HOSPITALITY MANAGEMENT

COLLEGE OF THE CANYONS
SANTA CLARITA COMMUNITY COLLEGE DISTRICT

PROJECT DIRECTOR: Helen C. Lusk, Assistant Dean Career Education

CONTRACT/AGREEMENT #: 88-0476

PROJECT BEGINNING AND ENDING DATES: 9/1/89 - 10/31/90

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College of the Canyons

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TITLE PAGE

This report is made pursuant to contract/agreement number 88/0476. This project was supported by the Carl D. Perkins Vocational Education Act Title III, Part A, P.L. 98-524, funds administered by the Chancellor's Office, California Community Colleges.

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EXECUTIVE SUMMARY

This project has allowed College of the Canyons to initiate a new Hospitality program with career options in Hotel or Restaurant Management. This could not have been done without the help of the grant. Since no one on campus had any expertise in this field, it was necessary to find a program consultant to develop the curriculum and help find faculty with professional credentials. We were fortunate to obtain the consulting services of Dr. Gary Hamilton, a professor at California State Polytechnic University, Pomona, and Nancy Jensen a graduate of that institution.

The curriculum has 2+2+2 articulation and offers associate degree and certificate programs in both Hotel and Restaurant Management. A series of topics will also be offered in Spanish each semester through community services for Spanish speaking restaurant employees. This semester the topics deal with Sanitation and Safety. The instructor is the local Public Health Department trainer.

Credit classes have been offered as special topics classes last spring and now in the Fall 1990. These classes have definitely helped promote the program. Classes are fully enrolled with waiting lists.

We have made budget transfers from categories that would not be fully expended, to the supply account. This has allowed us to start the audiovisual collection for instruction and purchase some laboratory supplies.

Our College Foundation has responded to our funding proposal by designing a campaign to raise \$100,000 for the program this year and we anticipate this will be a continuing project for several years. Our goals for this money include refurbishing the campus kitchen and dining room plus the purchase of equipment and construction of a mini-demonstration classroom at one end of the kitchen.

The enthusiastic response to the project activities does not stop with the Foundation and local businesses. I have never seen such enthusiasm for a single program from faculty, staff, administration, students, and industry in my 20 years at College of the Canyons. With such support and interest, I believe the College of the Canyons Hospitality Program will become a major resource for employer and university recruitment in the Hospitality industry.

ITEM #4 RESTATEMENT OF ORIGINAL APPROVAL PROJECT OBJECTIVES AND
ANTICIPATED OUTCOME:

Objective #1 Hire Project Staff

Anticipated Outcome: to have hired recommended staff required to complete the project.

Objective #2 Establish Lines of Communication

Anticipated Outcome: to begin local industry contacts, utilizing a new office facility with a phone for faculty and consultant use.

Objective #3 Identify, Recruit, and Interview Adjunct and Guest Faculty

Anticipated Outcome: to have faculty and guest faculty in place by providing funds for advertising and office supplies.

Objective #4 Develop Internship Opportunities

Anticipated Outcome: was to develop internships for the program. Activity achieved by industry and university contacts, survey data, and advisory committee meetings.

Objective #5 Establish Articulation Agreement with ROP

Anticipated Outcome: to have in place a 2+2 agreement with the local high school district ROP.

Objective #6 Establish Articulation Agreement with CSU

Anticipated Outcome: to have in place a 2+2 agreement with California State Polytechnic University, Pomona.

Objective #7 Develop Curriculum

Anticipated Outcome: to complete a Hospitality curriculum with 2+2+2 articulation that has provisions for associate degree or certificate in either Hotel or Restaurant Management that provides internship opportunities. Also, anticipate creation of a separate office area with office equipment/supplies for faculty person, program consultant and half-time clerk typist.

Objective #8 Promote the Program

Anticipated Outcome: to have developed and printed a program brochure and designed ads for college schedule of classes utilizing the talents of the Public Information Officer and Graphic Arts Department. Also, project director participate at in-service meeting with high school and college counselors.

ITEM #4 (cont.)

Objective #9 Special Recruitment for Female, Disadvantaged, and Handicapped

Anticipated Outcome: to show enrollment of female, disadvantaged, and handicapped students in Hospitality classes as a result of recruitment efforts of the Project Director, EOPS Counselors/Director, and Handicapped Enabler.

Objective #10 Develop Modules for the Employed

Anticipated Outcome: to have identified goals and responsibilities of each project employee.

Objective #11 Disseminate the Model Program

Anticipated Outcome: to have the project director attend two mandatory workshops and distribute the disseminate packet according to project guidelines.

The overall task of this project was to develop a new curriculum for Hospitality: Hotel and Restaurant Management that would meet industry needs and academic requirements. Initiation of this grant was in direct response to requests from industry leaders to begin a Hospitality program. Their request was based on industry need for trained personnel for an ever increasing job market.

Initially an advisory committee was formed. Twenty-seven representatives from local hotels/motels, restaurants, Six Flags Magic Mountain Theme Park, the EDD offices and college staff made up its membership. This group met regularly to provide input for curriculum content recommendations based on the perspective of both industry and academia.

A feasibility survey was mailed to 200 restaurants, hotels, motels, hospitals, and the theme park in the college's service area. This survey documented local industry need and support for the proposed Hospitality program. A great deal of interest was evidenced in providing students with internships.

Labor Market figures from the Employment Development Department (EDD) provided evidence of a serious shortage of trained hospitality personnel and a tremendous number of unfilled job opportunities.

The Labor Market Information Service (LMI) provided documentation of a small number of community college students being prepared for the job market.

The conclusions drawn from the labor market research clearly indicated that the hospitality industry had reached a crisis point regarding the lack of qualified, potential employees to fill the ever increasing number of job openings.

A second survey by phone was conducted to survey restaurants and hotels/motels closest to the college regarding the availability of internship sites. Businesses were anxious to be included on a potential list of sites. They frankly admitted this would be a great opportunity to recruit trained personnel.

A professor from the Hospitality Center at California State Polytechnic University, Pomona was selected in October 1989 to be the academic consultant for the program. He met with college staff and the advisory committee several times to design a curriculum that ultimately created certificate and degree options in both hotel and restaurant management. In addition, the curriculum has 2+2+2 articulation with the William S. Hart High School District, ROP and California State Polytechnic University, Pomona. Curriculum has been designed for the student who is already employed in the industry as well as the student without any previous experience. Internships will be an important feature of the program.

ITEM #5 (cont.)

The College indicated that it would be fiscally impossible to fund a full-time faculty person after the grant ended. Therefore, a part-time consultant was appointed in Spring 1990 to teach two special topics classes prior to submission of the curriculum for CPEC approval. Spring classes began late because curriculum development got behind schedule when the program consultant became ill. As a result classes began March 19, 1990 and ended July 18, 1990. Classes met off campus at the Hampton Inn and Six Flags Magic Mountain. A total of 25 students were enrolled as anticipated in the project. A summer classe was not scheduled because of the time overlap.

The curriculum received enthusiastic approval from the College Curriculum Committee, Academic Senate, and Area Deans prior to submission to CPEC in July 1990.

A part-time hospitality instructor was hired. The Fall 1990 teaching schedule has two Special Topics Hospitality classes. Both have full enrollment with waiting lists.

The Project Director has attended both Project Workshops in Sacramento, and is a member of CHRIE, which is the Council on Hotel, Restaurant, and Institutional Education. She has attended the CHRIE National Conference this year to begin networking with other community college and university programs, as well as, industry representatives.

Program promotion has been done by word-of-mouth by local business representatives, ads in the spring and fall semester Schedule of Classes, as Special Topics classes; EOPS and Handicapped enabler counseling sessions and the counseling staff at large. Formal advisement sessions have been held with high school counselors and ROP advisors. Advertisement for a new series of classes through community services on "Safety and Sanitation" that is being taught in Spanish for Spanish speaking restaurant workers has also promoted interest in the program. A brochure has been developed by the PIO and Graphics Arts Department that will be used in program promotion and recruitment activities.

Clerical support for the faculty and program consultant was provided on an hourly basis instead of a half-time clerk typist, since staff did not maintain a campus office.

Our College Foundation has agreed to raise \$100,000 this year for the Hospitality program. These funds will help remodel the campus kitchen and dining area to provide a lab area for teaching demonstrations and student practice. The foundation membership includes 27 business persons. Add this number to the 26 on the Advisory Committee, and, you will see a tremendous number of local business people involved in getting Hospitality established at College of the Canyons and the Santa Clarita Valley.

ITEM #6

ACTUAL PROJECT OUTCOMES

The following material will identify actual outcomes of the Hospitality Program Grant. They will be identified under each project objective.

Objective #1: Project Staff Hired

The faculty/consultant and program consultant did not require an office or half-time clerk typist therefore, an office was not furnished and clerical work was done by a hourly clerk typist. All personnel were in place in October 1989 with the exception of the faculty member who was hired in February 1990.

Objective #2: Establish Lines of Communication

Two surveys were administered; one by mail and one by telephone. A brochure has been completed and ads in class schedules have been done. Meetings of the advisory committee, as well as information meetings with counselors, the EOPS Director, the Handicapped Enabler, the Curriculum Committee, local ROP technicians, High School Counselors, and California State Polytechnic University, Pomona personnel have all contributed to overall communication activities. A promotional display for students advertising the program was also done during registration.

Objective #3: Identify, Recruit, and Interview Adjunct and Guest Faculty

A program consultant and part-time faculty-consultant were hired, as well as, an adjunct-faculty member. A full-time faculty member could not be hired, because of college fiscal constraints. Guest faculty have been utilized by faculty and the program consultant has participated in classroom activities as well.

Objective #4: Develop Internship Opportunities

The mail and telephone surveys documented a willingness of employers to provide internship opportunities for students. The curriculum provides for this type of instruction.

Objective #5: Establish Articulation Agreement with ROP

An articulation agreement with the William S. Hart School District ROP has been achieved.

Objective #6: Establish Articulation Agreement with CSU

An articulation agreement with California State Polytechnic University, Pomona has been done.

ITEM #6 (cont.)

Objective #7: Develop Curriculum

Development of the Hospitality curriculum has been successful in achieving all goals identified in job descriptions and as the result of industry surveys, advisory committee recommendations, 2+2+2 articulation guidelines, input from the Curriculum Committee, and the project director.

Outcomes achieved include:

- 2+2+2 articulation
- Associate degree in either Restaurant or Hotel Management.
- Core classes necessary for both career options identified.
- Certificate programs in Hotel or Restaurant Management.
- Specialty classes (2) in Spanish for Spanish speaking restaurant employees.
- First credit classes offered Spring 1990.
- Credit classes (2) are being taught by part-time faculty and are fully enrolled with waiting lists.

It was determined that we wanted to begin to develop an audiovisual collection and a kitchen laboratory. Therefore, a budget transfer was approved to move unused funds from four categories that would not be completely used (clerical salaries, employee benefits, contracts, utilities-housekeeping) to a supply account. As a result our laboratory will have some supplies and a new program will have the start of a nice audiovisual collection for immediate use.

Objective #8: Promote the Program

A program brochure has been developed and printed, plus there have been ads in the Schedule of Classes. Telephone and mail surveys have also generated a lot of interest. The one-on-one conversations with business people involved in the program, either as a foundation fund raiser, or advisory committee member have helped promote the program in the community. Businesses are now calling us about classes and to be included as intern sites.

ITEM #6 (cont.)

Objective #9: Special Recruitment of Female, Disadvantaged, and Handicapped

These individuals have been recruited by the special series of classes taught in Spanish for Spanish speaking restaurant workers. Topics in September 1990 deal with "Sanitation and Safety." Ten students were enrolled in the first class in September.

In addition, the EOPS Director and the Handicapped Enabler have been acquainting their students with this program. This semester two handicapped students are enrolled in one class and one in the second class.

Objective #10: Develop Modules for the Employed

Each employee has completed his/her objectives for the grant.

Objective #11: Disseminate the Model Program

The project director has attended both Sacramento Workshops. Dissemination of the packet will go to all community colleges, advisory committees, foundation members, high school counselors, ROP technicians, the local EDD office, and the local Mexican American United Office.

ITEM #7

DIFFERENCES BETWEEN THE ANTICIPATED AND ACTUAL OUTCOMES

We have been very fortunate that actual changes in outcomes have enhanced the program and not created any problem in realizing our objectives.

Staff Hired:

We had intended to hire a full-time faculty person in Fall 1989 in preparation to begin teaching Special Topics Classes the following spring semester. However, college fiscal constraints regarding additional full-time faculty after the grant prohibited this action. As a result we hired a part-time faculty/consultant for the Spring term, thus modifying after-grant expenditures and eliminating the payment of benefits to the faculty-consultant per that individual's contractual agreement.

Curriculum Time Line:

The curriculum development time line was off schedule because of the consultant's serious illness during Fall 1990. Expected outcomes were met regarding curriculum development, but the time line changes meant that the material was sent to CPEC in July instead of May as planned. Also, Spring 1990 classes began in March instead of January.

Clerical Staff:

A half-time clerical person was not hired because neither faculty or consultant wanted an office furnished for them on campus. Therefore, project support clerical duties were done on an hourly basis by a clerk typist.

Benefits:

Benefits would now only be paid by the grant to the project director and clerical staff, and not faculty.

Lease of Office Equipment/Utilities:

We did not furnish an office with computer/printer or other equipment including a phone because the consultants did not want to use such a facility.

Budget Transfers to Revise the Budget Summary Form:

As the project continued we realized that we had a great need for instructional materials for this new program, particularly for the kitchen laboratory and audiovisual collection. Therefore, a budget transfer was requested and approved to move unused funds from the following budget categories: clerical salaries, employee benefits, contracts, and utilities/housekeeping and were moved to the supply account. This has changed our outcome to increase support of instruction by the purchase of instructional supplies.

Foundation Activities:

A new activity has occurred that will play a big part in the continued success of the Hospitality grant after the project has been completed. The College Foundation has responded to our proposal requesting funding by organizing a campaign that plans to raise \$100,000, this year for the Hospitality Program. This is a dramatic example of industry representations in the fundraising wing of the college becoming actively involved in supporting instruction.

This funding activity gives us hope that the program will be given the opportunity to expand to meet industry needs, hire additional faculty, remodel the laboratory, and purchase additional equipment.

ITEM #8 HOW THE HOSPITALITY PROJECT CONTRIBUTED
TO IMPROVED CURRICULUM MATERIALS

Given the current fiscal problems facing all community colleges it is difficult to initiate new programs when every campus has existing programs that always require district funds for expansion or revisions. There never seems to be enough money to go around. Therefore, it is safe to say that initiation of a Hospitality Program at College of the Canyons was only possible because of this grant. Grant money provided us with the means to develop a curriculum that is industry specific and designed to offer instruction to students with a variety of educational goals.

Specifically, we were able to hire the experts to develop a 2+2+2 curriculum and teach the classes. No one at College of the Canyons had this expertise. We have been able to purchase audiovisual instructional material as well as laboratory supplies.

The fact that the college has been able to respond quickly to industry need by initiating Special Topics classes and a Community Services Hospitality Series taught in Spanish is a very important feature of this grant.

ITEM #9 DISSEMINATION OF PROJECT PRODUCTS AND SERVICES

The dissemination packet will be sent to every Community College, Advisory Committee Members, Foundation Members, and to the Vocational Education Specialist.

ITEM #10

FOLLOW-UP ACTIVITIES

Follow-up activities do not involve the project. The College will continue its Special Topics classes and fundraising activities in anticipation of CPEC program approval. As soon as funds are received from the Foundation we will begin facility remodeling project and look at means to increase the number of faculty and the number of classes offered each semester. Our long range goal is to become a major resource for university and industry student recruitment.

ITEM #11

INTERNAL EVALUATION ACTIVITIES

A meeting of the Advisory Committee was held to evaluate overall project achievements and identify recommendations for further program development. Also attending were the Project Director, Faculty, Consultant, Dean of Instruction, and Foundation Director.

The agenda addressed the following items:

1. Final evaluation comments of overall curriculum design.
2. Recommendations regarding possible curriculum additions:
 - short course
 - community services courses
 - contract education courses
3. Recommendations regarding funding resources.
4. Update of local industry activity.
5. Update of local internship sites.
6. Recommendation for resources to provide kitchen modification design.

ITEM #12

HOW SHOULD THE PROJECT BE MODIFIED IN ORDER TO MAKE IT MORE SUCCESSFUL?

Anyone involved in a similar project should try to have a flexible timeline and explore the availability of faculty with both teaching and industry background. Our best resource was the university. A new program needs someone with broad skills in order to help design the laboratory setting, teach, and have familiarity with curriculum development.

The success of the program from industry's perspective is how quickly we began to implement instruction. Therefore, my suggestion would be to initiate short courses of general need through community services, or contract education classes that require a more rigorous level of content. In addition, the credit curriculum could start instruction by teaching Special Topics classes. These different class delivery formats all help industry, but also help promote a new program very effectively until CPEC approval is obtained.

Selection of the advisory committee members should be done carefully to provide a wide variety of work site representatives. Keep the college community informed and use every resource available to promote the program and keep people interested and informed.

COLLEGE OF THE CANYONS
Hospitality Program Survey

Directions: Please answer the following questions and return the survey to me in the envelope provided prior to December 8, 1989.

Thank you for your assistance by responding to our questions regarding the need for a Hospitality Program at College of the Canyons.

Helen C. Lusk
Assistant Dean of Career Education
College of the Canyons
26455 N. Rockwell Canyon Road
Valencia, CA 91355

1. Do you believe there is a shortage of trained hospitality personnel?

_____Yes

_____No

2. Has your company had difficulty in hiring qualified personnel for entry level positions in the past year?

_____Yes

_____No

Comments: _____

3. If yes, what do you believe is the most critical educational deficiency of job applicants?

_____ Basic math skills

_____ Basic reading/language skills

_____ Other: _____

4. Do you think a Hospitality program at College of the Canyons is needed?

_____ Yes, very much

_____ Yes, moderately

_____ Not at all

Survey
Hospitality Program
Page Two

5. Check subjects you think should be included in the Hospitality curriculum.

_____ Finance (Accounting)
_____ Marketing (Sales, Public Relations)
_____ Operations/Facility Management
_____ Personnel
_____ Food Service

6. What minimum academic qualifications does your firm require for entry level positions?

Comments: _____

7. Do you believe the curriculum should provide internships in local hotels and restaurants, in order to give students actual work experience?

_____ Yes _____ No

Thank you for completing this survey. Your response will be helpful in determining the feasibility of developing a Hospitality program at College of the Canyons for the industry and in identifying critical elements of the curriculum.

PLEASE RETURN BY DECEMBER 8, 1989.

HOSPITALITY SURVEY SUMMARY

This survey was sent to restaurants, hospitals, and hotels in the Antelope Valley, Santa Clarita Valley, and San Fernando Valley. It was also circulated to members of the California Restaurant Association in other nearby areas of Los Angeles County as well as the local amusement park, Magic Mountain. A total of two hundred (200) surveys were mailed and 54 returned. This equates to a 27% response which we regard as excellent. This summary will identify the overall responses to survey questions and consolidate them into a format with recommendations that will help establish guidelines and direction for the continued development of the hospitality program at College of the Canyons.

Purpose of the Survey

This survey was done to provide the College with input on a variety of topics. First of all, the respondents were asked if they believe there is a serious shortage of trained personnel for careers in hospitality and if such a program is needed at College of the Canyons. Next, the survey sought information regarding curriculum content and the most serious educational deficiencies employers find in job applicants today. Finally, the survey asked respondents to give their opinion regarding the importance of providing student internships in this program.

Survey Responses

Question #1: Do you believe there is a shortage of trained hospitality personnel?

Response:

Forty-seven answered yes (84%), that there is a shortage of trained hospitality personnel. Three did not respond (6%) and three said no.

Assumption:

There is a shortage of trained personnel in the hospitality industry. This appears to be a statewide situation, as well as a local problem.

Question #2: Has your company had difficulty hiring qualified personnel for entry level positions in the past year?

Hospitality Survey Summary
Page Two

Response:

Forty-eight individuals (89%) answered yes, their company has had difficulty hiring qualified personnel for entry level positions this year. Four (7%) said no, they have not had hiring problems and two did not respond. Twenty-two of the forty-eight made some interesting comments that illustrate their problem in finding qualified employees:

- shortage kitchen personnel from dishwashers, waiters, to cooks
- not enough applicants have culinary skills and dietary knowledge
- lack of entry level management and supervisory skills
- there are no qualified people to hire
- poor grooming
- poor English, math, and social skills
- must rely on part-time help who have no intention of making hospitality a career
- unprofessional behavior
- mediocre performance level
- large number of non-English speaking applicants

Assumption:

The geographic area served by the College does not have a pool of qualified personnel for the existing number of hospitality jobs. The phenomenal area growth supporting construction of more hotels, restaurants, and hospital expansion is creating additional demands for hospitality personnel. Unfortunately, the supply of qualified career applicants is almost non-existent and will continue to be so without an affordable training program nearby. The fact is that the survey shows existing employers have great difficulty finding and keeping appropriate personnel.

Question #3: If yes, what do you believe is the most critical educational deficiency of job applicants?

Hospitality Survey Summary
Page Three

Response:

The survey documents that the area of greatest educational deficiencies in hospitality employees are in math (22 or 41%), and English competencies (34 or 63%). However, many employers indicated that their personnel do not have basic interpersonal skills in dealing with the public and co-workers. In addition, it was clear that the majority of employees are not making a personal career commitment to their job. Restaurant and hotel managers believe employees lack:

- common sense
- understanding of cost controls
- knowledge of Health Department laws and liabilities
- follow through and dependability
- time management skills

Assumption:

The largest deficiencies of individuals employed in the hospitality field are in math and English. However, many employers indicated that their personnel do not have basic interpersonal skills needed for communication with the public and co-workers. In addition, it was clear that employees are not contemplating a career in hospitality and lack a personal commitment, common sense, and dependability.

The employee profile one gets from the survey is of an individual who is working in a hotel or restaurant until "something better" comes along and who has no interest in seeing the job as a career opportunity.

Question #4: Do you think a hospitality program at College of the Canyons is needed?

Response:

There were 35 individuals (65%) who felt that a hospitality program was very much needed at College of the Canyons. An additional 14 (26%) felt there was a moderate need for the program. Two people (4%) did not feel it was needed. One of those respondents felt the program would not benefit a small business. One did not reply. There was a perceived need for the program at College of the Canyons by 91% of the respondents.

Hospitality Survey Summary
Page Four

Assumption:

Hotel and restaurant managers (91%) have clearly indicated on this survey that there is a critical need for a program that will train people for the hospitality industry. Training should emphasize math and English skills and also those business skills involving interpersonal skills, commitment, dependability, and professional pride.

Question #5: Check subjects you think should be included in the hospitality curriculum.

Response:

Respondents indicated that each topic listed in this question should be included in a hospitality curriculum:

- Food Service 34 or 63%
- Personnel 33 or 61%
- Operations 33 or 61%
- Marketing 30 or 56%
- Finance 28 or 52%

Eleven individuals did not respond to this question. Additional comments requested that curriculum content include communication skills and sanitation and safety.

Assumption:

The curriculum content of a hospitality program should address all areas identified by the survey, as well as additional suggestions by respondents.

Question #6: What minimum academic qualifications does your firm require for entry level positions?

Response:

Minimum academic preparation was a high school diploma. Several survey comments indicated that employers want two years of college or two years experience. Basic math skills and ability to read and write English were essential competencies. Good interpersonal relation skills, ability and the desire to learn, as well as business skills were also desired.

Hospitality Survey Summary
Page Five

Assumption:

The desired qualifications for employment in the hospitality industry are a high school diploma plus two years of college or work experience. A hospitality curriculum would also provide training in business, math, English, and management skills.

Question #7: Do you believe the curriculum should provide internships in local hotels and restaurants in order to give students actual work experience?

Response:

The survey results indicated a strong desire by industry to have internships developed in the hospitality curriculum, 41 said yes (76%); 3 said no (6%); 8 no answer (15%).

Assumption:

Hospitality industry representatives surveyed felt strongly that internship in local businesses would be an important component of the hospitality curriculum.

SURVEY CONCLUSION

There was a good survey return (27%) and, therefore there is a reasonable sample from which to draw conclusions. The respondents seem to be representative of a good cross section of businesses utilizing hospitality personnel in the Santa Clarita Valley, Antelope, and San Fernando Valleys. Surveys were returned from hospitals, hotels, restaurants, and the local amusement park.

The survey input has validated that there is an acute shortage of qualified personnel in the hospitality industry within the College service area. It has documented that employers are experiencing an acute job pool shortage of qualified individuals and that they feel strongly that a hospitality program should be initiated at College of the Canyons (91%).

Hospitality Survey Summary
Page Six

Respondents gave valuable input for curriculum content. They emphasized the need for basic English and math skills, and training in interpersonal relations in addition to hospitality classes. Food Service training was identified as their first need in curriculum content followed closely by instruction in personnel, operations, marketing, finance, communication skills, and safety. They saw it as important for applicants to know about cost containment, accounting methods, time management, and to have a positive attitude about customer service, follow through and dependability. The thread mentioned throughout the survey was their perception of employees not seeing their jobs as entry points to a career. They saw a need for the industry as a whole to promote the varied career opportunities in hospitality so more people would be attracted to the industry.

The current minimum qualification for employment is a high school diploma. However, employers would like two years of college and two years experience.

The majority of responses indicated that a hospitality curriculum should provide industry internships for students.

RECOMMENDATIONS

Based upon the survey results I recommend the following action by the College:

1. Initiate a Hospitality program that will address the shortage of qualified entry level personnel in restaurant and hotel management.
2. Provide instruction that meets industry needs, develops an associate degree with university articulation, as well as several certificate programs.

Hospitality Survey Summary
Page Seven

3. Provide a flexible evening program to attract individuals already working in hospitality and others who are exploring a new career possibility.
4. Assist industry in promoting careers in the hospitality field.
5. Collaborate with industry, the College Foundation, and College Administration to find outside funding resources that will supplement the College budget in the development of an associate degree program in Hospitality at College of the Canyons.

4. College Job Market Telephone Survey

A Telephone Job Market Survey of 13 local hospitality firms (restaurants, hotel-motels, and restaurant/hotels) was conducted to determine current and projected employee needs. It also identified current job openings and the interest level of employees in being a student internship site and in the community services class for Spanish speaking food handlers in Food Safety and Sanitation.

Survey data provided the following information:

1. Current number of employees per establishment had a wide range of 11 to 111.
2. 69% of the firms indicated they had unfilled positions. The number job openings ranged from 1 to 10.
3. Job openings indicated front desk, night desk audit, housekeepers, cashiers, managers, waiters, hostesses, etc.
4. Comments indicated a high turn over of employers. Two firms anticipate expansion.

Summary Comments:

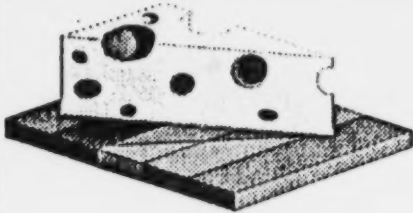
The results of the local survey validate county statistics. The hospitality field has not been served well by academia. There is a desperate need for trained personnel. There is also a high turnover of personnel. Locally there is projected growth by firm expansion plus new facilities. Both situations will have an adverse effect upon availability of potential employees.

Employers were enthusiastic about the possibility of a training program at College of the Canyons and the opportunity to recruit from the program. They all volunteered to be intern sites and plan to send Spanish speaking food handlers to the new food service class through Community Services.

JOB MARKET TELEPHONE SURVEY

BUSINESS	# OF EMPLOYEES	JOB OPENINGS	# OF JOB OPENINGS	OPENINGS	PROJECTED NEED IN 3 YRS.	INTERN SITE	FOODS CLASS IN SPANISH	COMMENTS
COMPTON INN	20	YES	2	FRONT DESK HOUSEKEEPER	20	YES	N/A	High turnover, hard to find experienced applicants.
COUNTRY INN	11	YES	1	GROUNDS	11	YES	N/A	High turnover. New hotels means fewer available applicants
HAMPTON INN	30	YES	3-4	FRONT DESK HOUSEKEEPER	30	YES	N/A	Need program for experienced applicar
RANCH HOUSE	70-80	YES	10	FRONT DESK WAITRESSES COOKS	120	YES	YES	High turnover, will expand. Need trainee people.
FUNDANGO'S	35-40	NO	-	-	35-40	YES	YES	Need program to have trained applicants.
DENNY'S	75	YES	8	MANAGER COOK	75	YES	YES	High turnover, need for this program.
BURGER KING	40	YES	10	CASHIERS FOOD PREP	40	YES	YES	High turnover.
CAL ISLANDS	30	YES	4	HOSTESSES WAITERS COOKS	30	YES	YES	Always need help. Need trained people. Don't need help now, put always looking for people.
DON CUCOS	40	NO	-	-	40	YES	YES	
MARIE CALLENDARS	111	YES	4-5	COOKS BUSBOYS KITCHEN HELP	MORE EXPANDING	YES	YES	We will expand so we'll need more.
NATURES HARVEST	20	YES	2-3	FOOD PREP CASHIER	20	YES	YES	Can't find experienc people, need the program.
MULLIGANS	33	NO	FLUCTUATES	COOKS WAITERS	33	YES	YES	Never have enough qualified applicants
BACKWOODS INN	50	NO	-	-	50	YES	YES	Welcome a program.
			30					31

College of the Canyons COMMUNITY SERVICES presents



SEGURIDAD E HIGIENE EN EL RESTAURANTE

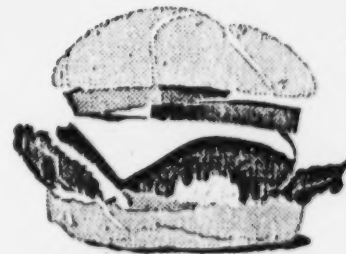
SAFETY AND SANITATION IN THE RESTAURANT FOR SPANISH-SPEAKING PERSONNEL

The basics of sanitation for spanish-speaking restaurant workers to provide safe food to the public. Students learn common hazards and dangers inherent in the restaurant environment, how diseases are transmitted through food and how to prevent it.

Metodos basicos de salubridad para proveer
comida saludable al publico.

Fee: \$5 per person

Class schedule: Tuesdays 9/11 - 10/2, 2-4 p.m. or
Tuesdays 11/13 - 12/4, 2-4 p.m.



REGISTRATION FORM

Registrations are accepted on a first-come, first-served basis. Community Services classes and workshops must be self-supporting. Courses that do not meet minimum enrollment guidelines will be cancelled. 48-hour notice required on refund requests. You can help insure getting the class you want by registering as soon as possible and prior to the first class meeting. Your registration receipt will confirm date, time, and room number of your class.

(See reverse side for enrolling multiple students)

Please sign me up for Safety
& Sanitation in the Restau-
rant for Spanish-Speaking
Personnel. My fee is enclosed
for the following dates:

☐ 9/11 - 10/2 2-4 p.m.

☐ 11/13 - 12/4 2-4

Call us at (805) 259-7800, ext. 421

Student's Last Name First Name Home Phone Bus. Phone

Address City Zip Code

Mail this coupon along with a return self-addressed stamped envelope and your check made payable to "College of the Canyons" to

OFFICE OF COMMUNITY SERVICES
College of the Canyons
26455 N. Rockwell Canyon Road
Valencia, CA 91355



The HOSPITALITY PROGRAM

for Restaurant and Hotel Management IS HERE !!!

TWO CLASSES ARE BEING OFFERED THIS SEMESTER:

"Introduction to the Leisure Industry"

First Class session meets in C.O.C. Board Room, Administration Building

"Food and Nutrition in the Restaurant Industry"

First class session meets in C.O.C. Private Dining Room, Student Center

BUSINESS 199C — Introduction to the Leisure Industry — 3 units

A course that surveys many of the areas of interest in the field of hospitality management. Through class presentations and guest lectures students will gain an overview of the restaurant, hotel, cruise, country club, food service and resort/casino markets.

14199C M 7-9:45 pm Staff

First class meeting will be August 27, 1990 in the Board Room.

BUSINESS 199D — Food & Nutrition in the Restaurant Industry — 3 units

A course designed for hotel and restaurant managers to provide a working knowledge of nutritional context and food characteristics found in a food service operation. Course coverage includes legislative regulations, nutrition, macro-nutrients, micro-nutrients, and energy metabolism.

14199D W 7-9:45 pm Staff

First class meeting will be August 22, 1990 in room S-123.